

Colleton Middle

603 Colleton Loop
Walterboro, South Carolina 29488

Grades 6-8 Middle School

Enrollment 610 Students

Principal Shannon C. Stephens 843-549-2690

Superintendent Charles W. Gale Jr. 843-549-5611

Board Chair Michael Crosby 843-549-5715

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 0 | 2 | 14 | 41 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | Below Average | Unsatisfactory | No |
| 2005 | Unsatisfactory | Below Average | No |
| 2006 | Unsatisfactory | Below Average | No |

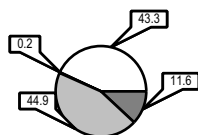
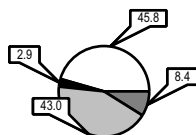
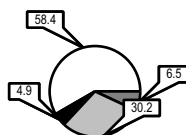
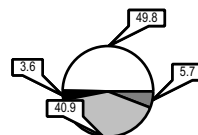
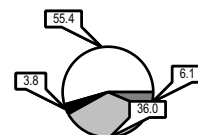
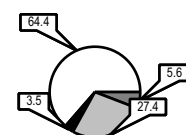
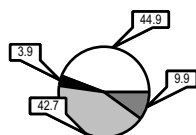
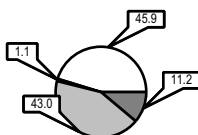
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

END OF COURSE TESTS

Percent of students scoring 70 or above on:

| | Our School | Middle Schools with Students Like Ours |
|--|-------------------|---|
| Algebra 1/Math for the Technologies 2 | N/A | 92.1 |
| English 1 | N/A | 82.9 |
| Biology 1/Applied Biology 2 | N/A | 40.0 |
| Physical Science | N/A | 27.7 |
| All Subjects | N/A | 84.6 |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 568 | 91.0 | 42.3 | 45.9 | 11.4 | 0.4 | 19.7 | No | Yes |
| Gender | | | | | | | | | |
| Male | 292 | 87.3 | 49.6 | 41.3 | 9.2 | 0.0 | 17.5 | N/A | N/A |
| Female | 276 | 94.9 | 35.1 | 50.4 | 13.6 | 0.8 | 21.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 198 | 93.4 | 33.3 | 48.0 | 18.1 | 0.6 | 28.1 | No | Yes |
| African American | 345 | 89.6 | 48.6 | 43.4 | 7.6 | 0.3 | 14.2 | Yes | Yes |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 11 | 90.9 | 50.0 | 30.0 | 20.0 | 0.0 | 30.0 | I/S | I/S |
| American Indian/Alaskan | 10 | 90.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 486 | 99.4 | 40.7 | 47.1 | 11.9 | 0.2 | 20.4 | N/A | N/A |
| Disabled | 82 | 41.5 | 66.7 | 26.7 | 3.3 | 3.3 | 10.0 | I/S | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 568 | 91.0 | 42.3 | 45.9 | 11.4 | 0.4 | 19.7 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 560 | 90.9 | 41.8 | 46.4 | 11.4 | 0.4 | 19.8 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 471 | 89.4 | 43.5 | 46.5 | 9.8 | 0.3 | 17.8 | No | Yes |
| Full-pay meals | 97 | 99.0 | 36.6 | 42.7 | 19.5 | 1.2 | 29.3 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 567 | 91.7 | 41.6 | 45.8 | 9.1 | 3.5 | 20.0 | No | Yes |
| Gender | | | | | | | | | |
| Male | 291 | 88.3 | 42.6 | 43.0 | 9.9 | 4.5 | 21.5 | N/A | N/A |
| Female | 276 | 95.3 | 40.7 | 48.6 | 8.2 | 2.5 | 18.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 198 | 95.5 | 33.7 | 46.3 | 13.7 | 6.3 | 30.3 | No | Yes |
| African American | 345 | 89.3 | 47.0 | 46.0 | 5.2 | 1.7 | 13.2 | Yes | Yes |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 11 | 90.9 | 30.0 | 50.0 | 20.0 | 0.0 | 20.0 | I/S | I/S |
| American Indian/Alaskan | 9 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 486 | 99.2 | 39.7 | 47.2 | 9.8 | 3.3 | 21.1 | N/A | N/A |
| Disabled | 81 | 46.9 | 67.6 | 26.5 | 0.0 | 5.9 | 5.9 | I/S | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 567 | 91.7 | 41.6 | 45.8 | 9.1 | 3.5 | 20.0 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 559 | 91.6 | 41.5 | 45.9 | 9.0 | 3.6 | 20.1 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 470 | 90.0 | 44.5 | 45.8 | 7.2 | 2.5 | 16.4 | No | Yes |
| Full-pay meals | 97 | 100.0 | 27.7 | 45.8 | 18.1 | 8.4 | 37.3 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 567 | 98.9 | 57.6 | 30.3 | 6.5 | 5.5 | 12.0 |
| Gender | | | | | | | |
| Male | 291 | 98.3 | 55.6 | 27.8 | 9.3 | 7.4 | 16.7 |
| Female | 276 | 99.6 | 59.8 | 33.1 | 3.5 | 3.5 | 7.1 |
| Racial/Ethnic Group | | | | | | | |
| White | 198 | 99.0 | 43.1 | 34.3 | 12.7 | 9.9 | 22.7 |
| African American | 345 | 98.8 | 66.8 | 27.0 | 2.8 | 3.4 | 6.3 |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 11 | 100.0 | 36.4 | 54.5 | 9.1 | 0.0 | 9.1 |
| American Indian/Alaskan | 9 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 486 | 99.2 | 53.3 | 33.4 | 7.5 | 5.8 | 13.3 |
| Disabled | 81 | 97.5 | 84.7 | 11.1 | 0.0 | 4.2 | 4.2 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 567 | 98.9 | 57.6 | 30.3 | 6.5 | 5.5 | 12.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 559 | 98.9 | 57.8 | 30.0 | 6.6 | 5.6 | 12.2 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 470 | 98.9 | 61.0 | 29.3 | 5.9 | 3.9 | 9.8 |
| Full-pay meals | 97 | 99.0 | 39.8 | 36.1 | 9.6 | 14.5 | 24.1 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 567 | 98.6 | 48.9 | 41.4 | 5.7 | 4.0 | 9.8 |
| Gender | | | | | | | |
| Male | 291 | 97.9 | 49.8 | 36.8 | 7.4 | 5.9 | 13.4 |
| Female | 276 | 99.3 | 47.8 | 46.2 | 4.0 | 2.0 | 5.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 198 | 98.5 | 40.6 | 42.8 | 9.4 | 7.2 | 16.7 |
| African American | 345 | 98.6 | 54.4 | 40.3 | 3.1 | 2.2 | 5.3 |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 11 | 100.0 | 45.5 | 36.4 | 9.1 | 9.1 | 18.2 |
| American Indian/Alaskan | 9 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 486 | 99.0 | 44.3 | 45.0 | 6.4 | 4.2 | 10.6 |
| Disabled | 81 | 96.3 | 77.5 | 18.3 | 1.4 | 2.8 | 4.2 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 567 | 98.6 | 48.9 | 41.4 | 5.7 | 4.0 | 9.8 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 559 | 98.6 | 48.8 | 41.2 | 5.8 | 4.1 | 9.9 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 470 | 98.5 | 51.7 | 40.8 | 4.8 | 2.7 | 7.5 |
| Full-pay meals | 97 | 99.0 | 33.7 | 44.6 | 10.8 | 10.8 | 21.7 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 285 | 99.3 | 64.2 | 28.5 | 6.5 | 0.8 | 7.3 |
| | 7 | 303 | 99.7 | 49.6 | 41.5 | 8.5 | 0.4 | 8.8 |
| | 8 | 218 | 100.0 | 37.9 | 45.1 | 15.4 | 1.5 | 16.9 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 190 | 91.6 | 50.0 | 36.4 | 13.0 | 0.6 | 13.6 |
| | 7 | 178 | 89.3 | 42.1 | 47.6 | 9.7 | 0.7 | 10.3 |
| | 8 | 200 | 92.0 | 35.4 | 53.1 | 11.4 | 0.0 | 11.4 |
| Mathematics | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 285 | 99.3 | 45.4 | 37.7 | 13.5 | 3.5 | 16.9 |
| | 7 | 303 | 99.7 | 57.7 | 34.5 | 4.9 | 2.8 | 7.7 |
| | 8 | 218 | 100.0 | 55.9 | 37.4 | 6.2 | 0.5 | 6.7 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 190 | 91.1 | 25.5 | 54.0 | 15.5 | 5.0 | 20.5 |
| | 7 | 177 | 91.0 | 42.2 | 45.6 | 9.5 | 2.7 | 12.2 |
| | 8 | 200 | 93.0 | 55.9 | 38.4 | 2.8 | 2.8 | 5.6 |
| Science | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 285 | 99.3 | 62.3 | 26.2 | 6.5 | 5.0 | 11.5 |
| | 7 | 303 | 99.7 | 54.9 | 29.2 | 8.5 | 7.4 | 15.8 |
| | 8 | 218 | 99.5 | 52.8 | 36.4 | 6.7 | 4.1 | 10.8 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 190 | 98.9 | 64.9 | 26.4 | 4.0 | 4.6 | 8.6 |
| | 7 | 177 | 98.9 | 54.4 | 29.4 | 9.4 | 6.9 | 16.3 |
| | 8 | 200 | 99.0 | 53.7 | 34.7 | 6.3 | 5.3 | 11.6 |
| Social Studies | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 285 | 99.0 | 57.5 | 35.1 | 5.8 | 1.5 | 7.3 |
| | 7 | 303 | 99.7 | 60.2 | 29.6 | 5.6 | 4.6 | 10.2 |
| | 8 | 218 | 99.1 | 36.4 | 48.2 | 10.3 | 5.1 | 15.4 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 190 | 98.9 | 50.0 | 40.8 | 6.3 | 2.9 | 9.2 |
| | 7 | 177 | 98.9 | 60.0 | 33.1 | 2.5 | 4.4 | 6.9 |
| | 8 | 200 | 98.0 | 38.3 | 48.9 | 8.0 | 4.8 | 12.8 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|-------------------|------------------------------|---|-----------------------------|
| Students (n= 610) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 0.0% | No change | 8.7% | 16.7% |
| Retention rate | 6.3% | Down from 12.5% | 3.7% | 2.5% |
| Attendance rate | 93.8% | Down from 95.3% | 95.6% | 96.0% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 6.6% | Down from 6.9% | 0.4% | 0.9% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 6.1% | Down from 6.9% | 0.4% | 1.0% |
| Eligible for gifted and talented | 9.3% | Down from 9.5% | 8.8% | 15.6% |
| On academic plans | 0.0% | N/AV | 52.7% | 39.9% |
| On academic probation | 0.0% | N/AV | 0.4% | 0.7% |
| With disabilities other than speech | 11.1% | Down from 12.9% | 13.5% | 12.4% |
| Older than usual for grade | 10.5% | Down from 14.8% | 8.1% | 4.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 9.0% | Up from 3.3% | 1.4% | 0.9% |
| Annual dropout rate | 1.5% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n= 42) | | | | |
| Teachers with advanced degrees | 42.9% | Up from 37.7% | 52.5% | 52.4% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 32.7% | N/A | 12.3% | 9.1% |
| Teachers with emergency or provisional certificates | 16.2% | Down from 22.2% | 12.9% | 5.6% |
| Teachers returning from previous year | 68.7% | Down from 70.3% | 79.2% | 84.6% |
| Teacher attendance rate | N/R | N/R | 94.7% | 94.8% |
| Average teacher salary | \$38,697 | Up 3.5% | \$40,524 | \$42,267 |
| Prof. development days/teacher | 1.5 days | Down from 10.2 days | 11.8 days | 11.9 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 22.9 to 1 | Up from 22.7 to 1 | 19.5 to 1 | 21.1 to 1 |
| Prime instructional time | N/R | N/R | 87.9% | 89.0% |
| Dollars spent per pupil* | \$5,713 | Up 3.3% | \$6,978 | \$6,243 |
| Percent of expenditures for teacher salaries* | 67.0% | Up from 66.6% | 56.0% | 59.8% |
| Percent of expenditures for instruction* | 72.5% | | 64.0% | 65.2% |
| Opportunities in the arts | Poor | Down from Good | Good | Good |
| Parents attending conferences | 99.0% | No change | 95.1% | 97.4% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development | Good | Up from Average | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 11.9% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 11.7% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | No |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Colleton Middle School began the year by embracing their vision statement, "Committed to Making Success." The ALT (Academic Leadership Team), comprised of the principal, the two assistant principals, a district office mentor/assistant superintendent, a principal mentor and two district instructional facilitators, met weekly to make decisions, discuss and evaluate initiatives and use data to guide instruction. Flexibility in scheduling for initiatives in Math for all grade levels and English/Language Arts for 7th grade was a focus. MET3 (Mathematics Enrichment Through Tutoring and Technology) was created for bubble students in Math for all grade levels. This intervention involved students in the computer lab using Orchard Gold and small group assistance by a math tutor. GEAR-Up (a state-funded grant) targeted 7th grade ELA students. Students, with parents' support, gave up one related arts class to participate in this intervention, which focused on using ELA skills and career education through higher levels of education. Those initiatives, which not only reinforced the school's vision but also the district's mission of ensuring that all students meet or exceed state achievement standards in preparation to become productive citizens, were in addition to other initiatives already in place.

Reteaching/Retesting allowed students the opportunity of being retaught when making a failing grade and having a chance to retest that material. GAP (Growth, Achievement, and Pride), a 21st Century grant was in its third year of providing after school teaching, tutoring, and activities. Saturday School was successful in replacing ISS (in school suspension) and greatly reduced the number of OSS (out of school suspensions), thus keeping students in class. CMS was a pilot program for MAP (Measures of Academic Progress) and received training by the state department for the implementation of SIC (School Improvement Council). In-touch and a phone dialer were added to keep parents informed and to provide two-way communication between home and school. With all of these initiatives, CMS hopes to make gains in all areas of the school report card. The faculty and staff are eagerly anticipating greater things in the 2006-2007 school year.

Shannon C. Stephens, Principal
Stephanie Simmons, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 29 | 147 | 100 |
| Percent satisfied with learning environment | 62.1% | 61.5% | 65.3% |
| Percent satisfied with social and physical environment | 48.3% | 61.1% | 49.0% |
| Percent satisfied with school-home relations | 34.5% | 77.2% | 67.7% |

*Only students at the highest middle school grade level at this school and their parents were included.